DOCUMENT RESUME

ED 452 463 CG 030 882

AUTHOR Wilson, Patti; Rhymer, Katrina; Landis, Julie; Skinner, Christopher

TITLE Promoting Self-Concept, Social Skills, and Interpersonal Relations: The Tootling Intervention.

PUB DATE 2001-04-00

NOTE 68p.; Paper presented at the Annual Conference of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).

PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Behavior Modification; Classroom Environment; *Grade 5; Intermediate Grades; Interpersonal Competence; *Interpersonal Relationship; *Motivation; *Peer Relationship; *Praise; Reinforcement; Self Concept

IDENTIFIERS Multidimensional Self Concept Scale; Self Concept Scale; Social Skills Rating System

ABSTRACT

A project was undertaken to investigate the effects of tootling on social skills, self-concept, interpersonal relations, and classroom environment. The tootling intervention reinforces students for engaging in acts of kindness. Two fifth-grade classes participated in the study over a seven-week period. The Social Skills Rating System, the Multidimensional Self Concept Scale, and the Assessment of Interpersonal Relations were all completed. Within the first three days of the study, the number of tootles significantly increased resulting in the attainment of the goal. When the experimental group received a reprimand by the principal, the number of tootles significantly dropped. Similar findings were reported in the literature when the principal implemented an unplanned group-punishment procedure. Several limitations of the study were noted. Many students in the control and experimental groups had trouble reading the measures even though they were written on a fifth-grade reading level. Future researchers need to focus on obtaining more teacher-researcher collaboration during the implementation of the procedure. (Contains 7 tables, 14 appendixes, and 22 references.) (JDM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 452 463

Promoting Self-Concept, Social Skills, and Interpersonal Relations:

The Tootling Intervention

Patti Wilson, Ph.D.
Austin Peay State University

Katrina Rhymer, Ph.D.
Central Michigan University

Julie Landis, Ph.D.
Houston Independent School District

Christopher Skinner, Ph.D.
University of Tennessee-Knoxville

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

P WILSON

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

CG030882

Purpose

The purpose of this project was to investigate the effects of tootling (e.g., being praised for prosocial behavior) on social skills, self-concept, interpersonal relations, and classroom environment. In addition to these measures, the teacher and students in the experimental condition completed a rating of the efficacy of the tootling intervention.

Literature Review

It is generally assumed by many educators that academic achievement and academic self-concept are strongly related in a positive manner (Wylie, 1979). However, the strength of the relation has been shown to be widely discrepant based on numerous research studies. In a review of the literature, West, Fish, and Stevens (1980) found the correlation between academic achievement and academic self-concept to range between 0.27 to 0.70. Causal predominance of one construct over the other remains an unresolved issue, as studies are conflictual in their findings (Rubin, Dorle, & Sandidge, 1977; Scheirer & Kraut, 1979; Skaalvik & Hagtvet, 1990; West et al., 1980). The importance of these findings is that the two measures are strongly correlated.

Broadening the perspective of self-concept and academic achievement, Asher and Cole (1990) and Hartup (1983) found that children's acceptance by peers is largely influenced by their social behavior patterns. Children who are aggressive and display inappropriate behavior in social situations are often rejected. Furthermore, researchers have found a correlation between social skills deficits and poor academic performance, social maladjustment, and psychopathology (Kupersmidt, Coie, & Dodge , 1990; Parker & Asher, 1987). However, children who are sociable and cooperative typically are accepted and popular within their social frameworks. Children who view themselves as more socially accepted have been shown to be rated by their peers as less aggressive, isolated, and withdrawn (Hymel, Rubin, Rowden, & LeMare, 1990). In addition, these children are also rated by their peers as being more socially competent (Cauce, 1987). Thus, it appears that children who are praised for engaging in prosocial behaviors will develop a more positive self-concept, which in turn aids them in continuing to display socially appropriate behaviors. Because of the relationship between perceived and actual acceptance by peers,

children with better self-concepts might also be expected to display better achievement in school (Wentzel & Erdley, 1993).

One type of socially inappropriate behavior within the classroom is tattling. Tattling occurs when students report antisocial behavior of another student. Frequently teachers must spend valuable instructional time investigating claims of antisocial behavior that were not directly observed by the teacher. Tattling has negative consequences because many students learn to be more "sneaky" in performing antisocial behavior or threatening the victim not to tattle (Henington & Skinner, 1998). Researchers hypothesis that if students can learn to monitor and report other students inappropriate behavior that they can also learn to monitor and report other students appropriate behavior (Skinner, Skinner, & Cashwell, 1998). However, students need to taught appropriate social behaviors and reinforced for exhibiting prosocial behaviors (Skinner, Skinner, & Cashwell, 1998).

Tootling is a procedure in which students report the prosocial behaviors of other classmates. Students are taught to "catch" each other performing prosocial behaviors (i.e., opening doors, positive verbal comments, sharing a snack, helping peer with difficult task). When the class accumulates enough tootles, they will be able to select a group-oriented contingency (i.e., extra recess time, movie, lunch with the principal). The tootling intervention reinforces students for engaging in random acts of kindness. The tootling intervention has been conducted with second grade students and fourth grade students. Research indicates that students will engage in tootling behavior when an interdependent group-oriented contingency is in place (Skinner, Skinner, & Cashwell, 1998; Cashwell & Skinner, 1998). However, these researchers

have not investigated the impact of the tootling procedure on social skills, self-concept, interpersonal relations, and classroom environment.

Dependent Variables

Assessment of Interpersonal Relations (AIR)

The AIR is a standardized, norm-referenced measure of interpersonal relations that can be used with students in grades 5-12 (ages 9-19). The AIR is comprised of five subscales: attitude toward mother, father, male peers, female peers, and teacher. These five scales can be used alone, or in conjunction, to produce a Total Scale Score. The administration time takes approximately 20 minutes, with each scale consisting of 35 multiple-choice items. The AIR yields both subscale and total scale standard scores, as well as confidence intervals, percentile ranks, and classification labels. The AIR is based on a nationally representative sample. Only three scales on the AIR were administered for this study: Attitude to Male Peers, Attitude to Female Peers, and Attitude to Teacher. See Appendix 1 for the AIR protocol.

Technical characteristics:

Test-Retest Reliability:	2 weeks, .98 for Total Scale
Internal Consistency:	.93 to .96 for Total Scale

Multidimensional Self Concept Scale (MSCS)

The MSCS is a standardized, norm-referenced measure of self-concept that can be used with students in grades 5-12 (ages 9-19). The MSCS is comprised of six domain-specific scales: social, academic, affect, competence, family, physical. These six scales were designed to either be used alone, or in conjunction to provide a Total Scale Score. The administration takes approximately 20-30 minutes, with each scale consisting of 25 multiple-choice items. (Items are written on a fourth grade reading level.) The MSCS yields both subscale and total scale standard scores, as well as confidence intervals, percentile ranks, and classification labels. The MSCS is

based on a nationally representative sample. Only the Social and Academic Scales were administered for this study. See Appendix 2 for the MSCS protocol.

Technical characteristics:

Test-Retest Reliability: 4 weeks, .90 for Total Scale

Internal Consistency: .87 to .98 for Total Scale

Social Skills Rating System – Student Form (SSRS)

The SSRS is a standardized, norm-referenced measure of social skills attainment that can be used with students from preschool through high school. While the SSRS emphasizes positive behaviors (i.e., cooperation, assertion, responsibility, empathy, self-control), it also provides an assessment of problem behaviors (externalizing/internalizing problems and hyperactivity), and academic competence. The SSRS yields both subscale and total scale standard scores, as well as Behavior Levels, percentile ranks, and confidence intervals. Administration time varies, but is approximately 15-20 minutes. The SSRS is based on a diverse, national norm sample and allows for a multirater approach to assessment. The SSRS also has a long, integrative form that directly links assessment results to intervention strategies. See Appendix 3 for the SSRS protocol.

Technical characteristics:

Test-Retest Reliability: 4 weeks, .68 for Total Scale Student Form

Internal Consistency: .80 to .84 for Total Scale

The Children's Intervention Rating Profile (CIRP)

The CIRP was designed to assess children's judgements of treatment acceptability. Written on a fifth-grade reading level, it is a 7-item, 6-point Likert scale of acceptability ratings. See Appendix 4 for the CIRP protocol.

Behavior Intervention Rating Scale (BIRS)

The BIRS is a 24-item scale with a 6-point Likert format to measure teacher's perceptions of treatment acceptability and effectiveness of classroom interventions. Comprised of three factors (Acceptability, Time of Effect, and Effectiveness), the BIRS has a Cronbach Alpha of .97 for the Total Scale. See Appendix 5 for the BIRS protocol.

Prior to Study

Ms. Ballard, principal of Bonham Elementary, agreed to allow two fifth-grade teachers to participate in this research. Both teachers agreed to participate. Research approval was obtained from the Assistant Superintendent of the Department of Research and Accountability. See Resource List for name and address.

Materials needed for the study were obtained and are listed below:

1. 200 index cards (4-inch by 6-inch)
2. One colorful, poster board with a ladder and smiley face
3. 80 protocols of the Social Skills Rating System – Student Form
4. 80 protocols of the Multidimensional Self-Concept Scale
5. 80 protocols of the Assessment of Interpersonal Relations
6. 20 copies of the Children's Intervention Rating Scale
7. 20 copies of the Behavior Intervention Rating Scale
8. Reinforcers (popcorn, bags of candy, pencils, stickers)

Parent consent forms were sent home and researchers provided pencils for student who returned the form. Student assent forms were completed in the classroom. See Appendix 6 for the parent consent form and Appendix 7 for the student assent form.

Participants

Control Group	Male	Female	Total
African-American	6	2	8
Hispanic	0	2	2
Caucasian	0	1	1
Total	6	5	11

Experimental Group	Male	Female	Total
African-American	7	4	11
Hispanic	3	2	5
Caucasian	0	0	0
Total	10	6	16

Week 1

Day 1 – 30 minutes:	Both classrooms completed the Social Skills Rating System
Day 2 – 30 minutes:	Both classrooms completed the Multidimensional Self Concept Scale
Day 3 – 30 minutes:	Both classrooms completed the Assessment of Interpersonal Relations
Day 4 – 30 minutes:	Both classrooms received time to finish protocols for absent students or students who needed more assistance
Day 5 – 10 minutes:	Classrooms were randomly assigned to experimental or control conditions. Weekly schedule was made with the experimental group. The control group was told that we would check with them every other week.

Week 2

Day 1 – 30 minutes:	Experimental group received tootling instruction. See Appendix 8 for the tootling protocol. Index cards were taped to the participants' desks. Students were instructed to practice tootling for the day and feedback would be given the next day regarding their tootles.
Day 2 – 30 minutes:	Experimental group received review of tootling instruction and feedback on their practice tootles. New index cards were taped on the participants' desks. The group contingency was explained to the participants. See Appendix 9 for group contingency protocol. The goal was set at 50 tootles.
Day 3 – 10 minutes:	Collected and scored tootles from the experimental group. New index cards were taped on the participants' desks. Tootles = 15.
Day 4 – 10 minutes:	Collected and scored tootles from the experimental group. New index cards were taped on the participants' desks. Tootles = 5.
Day 5:	Holiday.

Define prosocial / helpful behavior / random acts of kindness

Pro = for, in favor

Social = concerned with the mutual relations of human beings

Helpful = a person giving help

Considerate, cooperative, caring, kind, supportive

Tootles = instead of tattling negative things about peers, you tootle positive things

Give examples

A. Fred is having trouble removing his jacket because he has a new cast on his arm. John helps Fred remove the jacket without anyone asking him to help.
B. Laticia ran out of paper while taking her spelling test. Trish gave Laticia a piece of paper without anyone asking her to help.
C. Xavier dropped his pencil and it went under Jennifer's desk. Jennifer picked it up and gave it to Xavier.
D. Susan tripped while she was walking up the steps on the way to lunch. Valentine helped her get off of the ground.
E. Patti has to use the bathroom VERY bad, but she is in the back of the line. Katrina lets Patti in front of her in the line, so that she can use the bathroom faster.
F. Lisa can not read very well. During science class, Christopher offers to help Lisa read her assignment after he finishes his assignment.
G. Everton is behind Max in the lunch line. Max drops his milk carton while in the lunch line and Everton picks it up and gives it to Max.

Criteria for Tootle:

1. The behavior you observe must be from a classmate
   (Teacher behavior and students from other classes does not count)
2. Can only report when peer helps them or another classmate
   (Helping teacher is not reported)
3. The behavior you observe must occur at school

Teach writing on index card:

1. Name of classmate who GAVE help
2. What they did (how they helped)
3. Name of classmate who RECEIVED help

Practice writing on index card using examples above

Our tootling goal is going to be ____. When the group obtains _____ tootles, I will reach into the magic envelop and obtain the card of your prize. For example, you could win 1) a bag of candy, 2) lunch with the principal, 3) 20 minutes extra recess, 4) 20 minutes of free time in the class, or 5) popcorn party and movie. The entire class of students will receive the prize. You can do a lot of tootles and obtain your goal quickly or you can do only a few tootles and obtain your goal slowly, that is up to you. We will collect your tootles daily and move the smiley face up the ladder as you draw closer to your goal. When you reach your goal and obtain your prize, we will play again using a new goal. Are there any questions?

Week 3

Day 1:	Holiday.
Day 2 – 10 minutes:	Collected and scored tootles from the experimental group. New index cards were taped on the participants' desks. Tootles = 42. All students received a pencil as the reinforcer. A new tootling goal of 100 was selected.
Day 3 – 10 minutes:	Collected and scored tootles from the experimental group. New index cards were taped on the participants' desks. Tootles = 0.
Day 4 – 10 minutes:	Collected and scored tootles from the experimental group. New index cards were taped on the participants' desks. Tootles = 14.
Day 5 – 10 minutes:	Collected and scored tootles from the experimental group. New index cards were taped on the participants' desks. Tootles = 5.

Week 4

Day 1 – 10 minutes:	Collected and scored tootles from the experimental group.
	New index cards were taped on the participants' desks.
	Tootles = 8.
Day 2 – 10 minutes:	Collected and scored tootles from the experimental group.
	New index cards were taped on the participants' desks.
	Tootles = 1.
Day 3 – 10 minutes:	Collected and scored tootles from the experimental group.
	New index cards were taped on the participants' desks.
	Tootles = 1.
Day 4 – 10 minutes:	Collected and scored tootles from the experimental group.
	New index cards were taped on the participants' desks.
	Tootles = 2.
Day 5 – 10 minutes:	Collected and scored tootles from the experimental group.
	New index cards were taped on the participants' desks.
	Tootles = 7.

Week 5

Day 1 – 10 minutes:	Collected and scored tootles from the experimental group.
	New index cards were taped on the participants' desks.
	Tootles = 23.
Day 2 – 10 minutes:	Collected and scored tootles from the experimental group.
	New index cards were taped on the participants' desks.
	Tootles = 5.
Day 3 – 10 minutes:	Collected and scored tootles from the experimental group.
	New index cards were taped on the participants' desks.
	Tootles = 1.
Day 4 – 10 minutes:	Collected and scored tootles from the experimental group.
	New index cards were taped on the participants' desks.
	Tootles = 12.
Day 5:	Holiday.

Week 6

Day 1 – 10 minutes:	Collected and scored tootles from the experimental group. New index cards were taped on the participants' desks. Tootles = 11.
Day 2 – 10 minutes:	Collected and scored tootles from the experimental group. New index cards were taped on the participants' desks. Tootles = 27. All students received candy as the reinforcer. A new tootling goal was not selected due to the end of the school year.

Week 7

Day 1 – 1 hour:	Both classrooms completed the Social Skills Rating System and the Multidimensional Self Concept Scale
Day 2 – 1 hour:	Both classrooms completed the Assessment of Interpersonal Relations. Both classrooms received time to finish protocols for absent students or students who needed more assistance

Research Design and Analysis

Two classrooms were randomly assigned to receive the experimental condition or the control condition. A pretest-posttest design was implemented. A Repeated Measures Analysis of Variance (R-ANOVA) was conducted for each dependent variable. For each instrument, a difference score will be tabulated for each student. Statistically significant differences will be examined at the .05 alpha level.

Results and Discussion

Male Peers Scale on the AIR

There was a significant interaction effect for Male Peers Scale on the AIR by group. The response pattern of the control group indicated a significant improvement in their attitudes toward male peers whereas the response pattern of the experimental group indicated a significant decrease in their attitudes toward male peers. Gender differences were not significant. See Appendix 10 for graph.

Male Peers Scale on the AIR - **Means** (Standard Deviations)

Group	Pretest	Posttest
Experimental (n=16)	**99.94** (16.50)	**93.94** (9.90)
Control (n=12)	**104.92** (9.66)	**110.00** (10.83)

A possible explanation for the decrease in the experimental group may be a confounding variable on the final day of data collection. Due to excessive talking while standing in line, the teacher requested the experimental group to remain outside in the line as a means of discipline for talking. After approximately 10 minutes, the females were allowed to enter the classroom and begin working, while the males remained outside. The males were reprimanded by the teacher several more times (over a period of 10 minutes) before being allowed back into the classroom.

On this day, all members of the experimental group made verbal comments about the "unfairness" of the teacher. In addition to the emotional reaction to the teacher, several members of the experimental group were also irritated at the male students for prolonging the amount of time they had to stand outside. Therefore, the researchers hypothesize that the scores on the Attitude toward Male Peers scales of the AIR were detrimentally affected for the experimental group.

Female Peers Scale on the AIR

Group and gender differences were not significant. See Appendix 11 for graph.

Female Peers Scale on the AIR - **Means** (Standard Deviations)

Group	Pretest	Posttest
Experimental (n=16)	**107.44** (13.31)	**108.88** (10.37)
Control (n=12)	**104.83** (9.05)	**101.33** (13.70)

Teacher Scale on the AIR

Group and gender differences were not significant. See Appendix 12 for graph.

Teacher Scale on the AIR - **Means** (Standard Deviations)

Group	Pretest	Posttest
Experimental (n=16)	**104.50** (17.37)	**98.50** (18.49)
Control (n=12)	**106.00** (12.97)	**108.08** (14.46)

Social Scale on the MSCS

Group and gender differences were not significant. See Appendix 13 for graph.

Social Scale on the MSCS - **Means** (Standard Deviations)

Group	Pretest	Posttest
Experimental (n=16)	**94.94** (11.66)	**100.00** (15.74)
Control (n=12)	**101.08** (10.89)	**107.08** (13.21)

Academic Scale on the MSCS

Group and gender differences were not significant. See Appendix 14 for graph.

Academic Scale - **Means** (Standard Deviations)

Group	Pretest	Posttest
Experimental (n=16)	**111.50** (19.68)	**112.56** (15.90)
Control (n=12)	**103.50** (11.85)	**103.75** (18.11)

Social Skills Rating Scale

Group and gender differences were not significant. See Appendix 15 for graph.

Social Skills Rating Scale - **Means** (Standard Deviations)

Group	Pretest	Posttest
Experimental (n=16)	**101.25** (20.45)	**102.94** (21.31)
Control (n=12)	**102.50** (23.67)	**102.58** (23.60)

The Children's Intervention Rating Profile

Number in cell indicates the number of students responding to that choice

I Agree >>>>

Total Number of Tootles

On the first day of the tootling procedure, 15 appropriate tootles were reported. See Appendix 16 for graph of daily tootles and Appendix 17 for graph of weekly tootles. The high rates of tootling on the first day of this study are consistent with those reported by Cashwell and Skinner (1998).

On the third day of the tootling procedure, the number of tootles significantly increased resulting in the attainment of the goal. After the goal attainment, the number of tootles significantly decreased. It should be noted that on this occasion the experimental group received classroom-wide discipline. During the lunch period on that day, the experimental group was reprimanded by the principal for disruptive behavior in the cafeteria. As a result of the principal reprimand of the experimental group, the teacher refrained from both allowing the experimental group to attend recess and obtain their tootling reinforcer. The students were visibly upset on that day, and the teacher stated that the class had nothing to tootle about. Skinner, Cashwell, and Skinner (1998) reported similar findings when the principal implemented an unplanned group-punishment procedure.

The total number of tootles reported daily steadily increased during the second group-contingency phase, as the experimental group's motivation to obtain the reinforcer before the study ended increased. On the last day of the study, the experimental group reached its goal and obtained the second reinforcer.

Several limitations to this study should be mentioned. First, although all the measures were written on a fifth-grade reading level, several of the students in both groups had difficulty both reading and understanding some of the statements. Precautions were taken to minimize the effects of low reading ability, such as having either the researcher or higher ability readers (who

were not included in the study) to partner with the students with lower reading ability to read the statements. In addition, all students were encouraged to ask questions about any statement or part of a statement that they did not fully understand.

A second limitation to the study is the lack of teacher support for the tootling procedure. Although the teacher was not requested to actively implement the tootling procedure, he was asked to prompt tootling in the initial phase of the study. Furthermore, the teacher inadvertently discouraged students from tootling by making comments such as, "They have nothing to tootle about" and "They did not have time to tootle today."

Another possible limitation of the study could be the level set for goal attainment. The goal level for the second contingency doubled from the original goal. Furthermore, the timing of the study occurred during the latter part of the academic year, which may have influenced the results. In addition, all of the constructs measured are relatively stable; thus, given test-retest reliabilities and the stability of the constructs, it may be difficult to detect the effects of the intervention.

Future researchers may want to focus on obtaining more teacher-researcher collaboration during the implementation of the procedure. In this way, the teacher could be more supportive of the tootling process and exhibit ownership of the intervention and its results. Another focal point for researchers would be to examine the possible long-term effects of tootling. Future researchers may also want to examine the effects of tootling on different dependent variables, such as academic progress, retention rates, discipline records, and classroom climate.

Appendix 1

Assessment of Interpersonal Relations

Appendix 2

Multidimensional Self Concept Scale

Appendix 3

Social Skills Rating System

Appendix 4

The Children's Intervention Rating Profile

The Children's Intervention Rating Scale (CIRP)

	I agree				I do not agree
1. The method used to deal with the behavior problem is fair.					
2. My teacher is too harsh.					
3. The method used to deal with the behavior may cause problems with this child's friends.					
4. There are better ways to handle this child's problem than the one described here.					
5. The method used by this teacher would be a good one to use with other children.					
6. I like the method used for this child's behavior problem.					
7. I think that the method used for this problem would help this child do better in school.					

Note. The CIRP was developed by Witt and Elliott (1985).

Appendix 5

Behavior Intervention Rating Scale

Behavior Intervention Rating Scale (BIRS)

	Severly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Severly Agree
This would be an acceptable intervention for the child's problem behavior.	1	2	3	4	5	6
2. Most teachers would find this intervention appropriate for behavior problems in addition to the one described.	1	2	3	4	5	6
3. The intervention should prove effective in changing the child's problem behavior.	1	2	3	4	5	6
4. I would suggest the use of this intervention to other teachers.	1	2	3	4	5	6
5. The child's behavior problem is severe enough to warrant use of this intervention.	1	2	3	4	5	6
6. Most teachers would find this intervention suitable for the behavior problem described.	1	2	3	4	5	6
7. I would be willing to use this intervention in the classroom setting.	1	2	3	4	5	6
8. The intervention would *not* result in negative side-effects for the child.	1	2	3	4	5	6
9. The intervention would be appropriate for a variety of children.	1	2	3	4	5	6
10. The intervention is consistent with those I have used in classroom settings.	1	2	3	4	5	6
11. The intervention is a fair way to handle the child's problem behavior.	1	2	3	4	5	6
12. The intervention is reasonable for the behavior problem described.	1	2	3	4	5	6
13. I like the procedures used in the intervention.	1	2	3	4	5	6
14. The intervention is a good way to handle this child's behavior problem.	1	2	3	4	5	6

	Severly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Severly Agree
15. Overall, the intervention would be beneficial for the child.	1	2	3	4	5	6
16. The intervention would quickly improve the child's behavior.	1	2	3	4	5	6
17. The intervention would produce a lasting improvement in the child's behavior.	1	2	3	4	5	6
18. The intervention would improve the child's behavior to the point that it would not noticeably deviate from the other classmates' behavior.	1	2	3	4	5	6
19. Soon after using the intervention, the teacher would notice a positive change in the problem behavior.	1	2	3	4	5	6
20. The child's behavior will remain at an improved level even after the intervention is discontinued.	1	2	3	4	5	6
21. Using the intervention should not only improve the child's behavior in the classroom, but also in other settings (e.g., other classrooms, home).	1	2	3	4	5	6
22. When comparing this child with a well-behaved peer before and after use of the intervention, the child's and the peer's behavior would be more alike after using the intervention.	1	2	3	4	5	6
23. The intervention should produce enough improvement in the child's behavior so the behavior is no longer a problem.	1	2	3	4	5	6
24. Other behaviors related to the problem behavior also are likely to be improved by the intervention.	1	2	3	4	5	6

Note. The BIRS was developed by Von Brock and Elliott (1987).

Appendix 6

Parent Consent Form

Dear Parents/Guardians,

Your permission is requested for your child to participate in a research study sponsored by Houston ISD related to social skills. Your child's class was selected for participation based on teacher approval and support of this project. Teachers were asked to volunteer their classes for participation, and several teachers agreed to allow us to ask his/her students to participate in this study. The study is intended to add to our understanding and knowledge of effective ways to teach and/or improve social skills. We are interested in developing aids to assist teachers and students in producing a friendlier classroom environment.

If you agree to allow your child to participate, your child, along with other classmates may be asked to write examples of their peers' appropriate social behaviors on index cards that will be provided to them. Participating or not participating will not affect your child's grade. Students who return this permission form with your response, either that you agree or do not agree to allow your child to participate in this study, will receive a school supply. Participation in this study is unlikely to result in any risk to the students or to the teachers. Participation in this investigation may not directly benefit your child.

Information about your child obtained from this study will not be shared with anyone and your child's performance on instruments used to rate social skills, self-concept, and interpersonal interactions, will be kept strictly confidential. To ensure this, students will be assigned a number and no identifying marks except this number will be made on the worksheets. Teachers will be asked to provide brief demographic information (i.e., gender and race) for the children. Only information on groups of children will be reported, and your child will not be identified by name at any point during or following the research.

Please complete the consent form and return it to your child's teacher by March 31, 2000. If you have any questions about the study, please call Ms. Rhymer or Ms. Wilson at (713) 867-5220. Thank you for your time in reading this letter.

Sincerely,

Katrina N. Rhymer, M. S.
Psychology Intern
Houston ISD

Patti L. Wilson, M.S.
Psychology Intern
Houston ISD

PARENT INFORMED CONSENT STATEMENT

1. I have been informed of the procedures to be used in this study. I understand that my child may be asked to provide examples of prosocial behaviors during class time for approximated 4 weeks.

2. I understand that there are no known discomforts or risks expected with participation in this study.

3. I understand that there may be no direct benefits to be gained from participation in this study.

4. I understand that I can choose to withdraw my permission for my child to participate in this study at anytime.

5. If there are questions regarding this study I can contact:

Katrina N. Rhymer, M.S.	(713) 867-5220
Patti L. Wilson, M.S.	(713) 867-5220
Julie Landis, Ph.D.	(713) 867-5220

Please check either A or B below and sign.

A. I _____ DO give my consent for my child _____ to participate in this study and I understand that I am completely free to withdraw my consent and discontinue participation at any time for any reason without penalty to my child.

B. I _____ DO NOT give consent for my child to participate in this study.

_____ Signature

_____ Date

Appendix 7

Student Assent Form

We are asking children in your class to help us with a project we are doing at your school. We want to find out about your class and how you interact with one another, so we are asking everyone in the class if they will be a part of our project. If you will help us, you may be asked to report your classmates' appropriate behaviors and answer a few questions. If your would like to be in this project, please sign your name below. If you do not want to be in the project, that is O.K. Instead of being in the project, you will be able to work on your daily work. Also, if you change your mind later and decide that you do not want to be in this project, that will be O.K. Just let me know. Are there any questions?

_____ Yes, I would like to be in this project.

_____ No, I do not want to be in this project.

Name: _____ Date: _____

Appendix 8

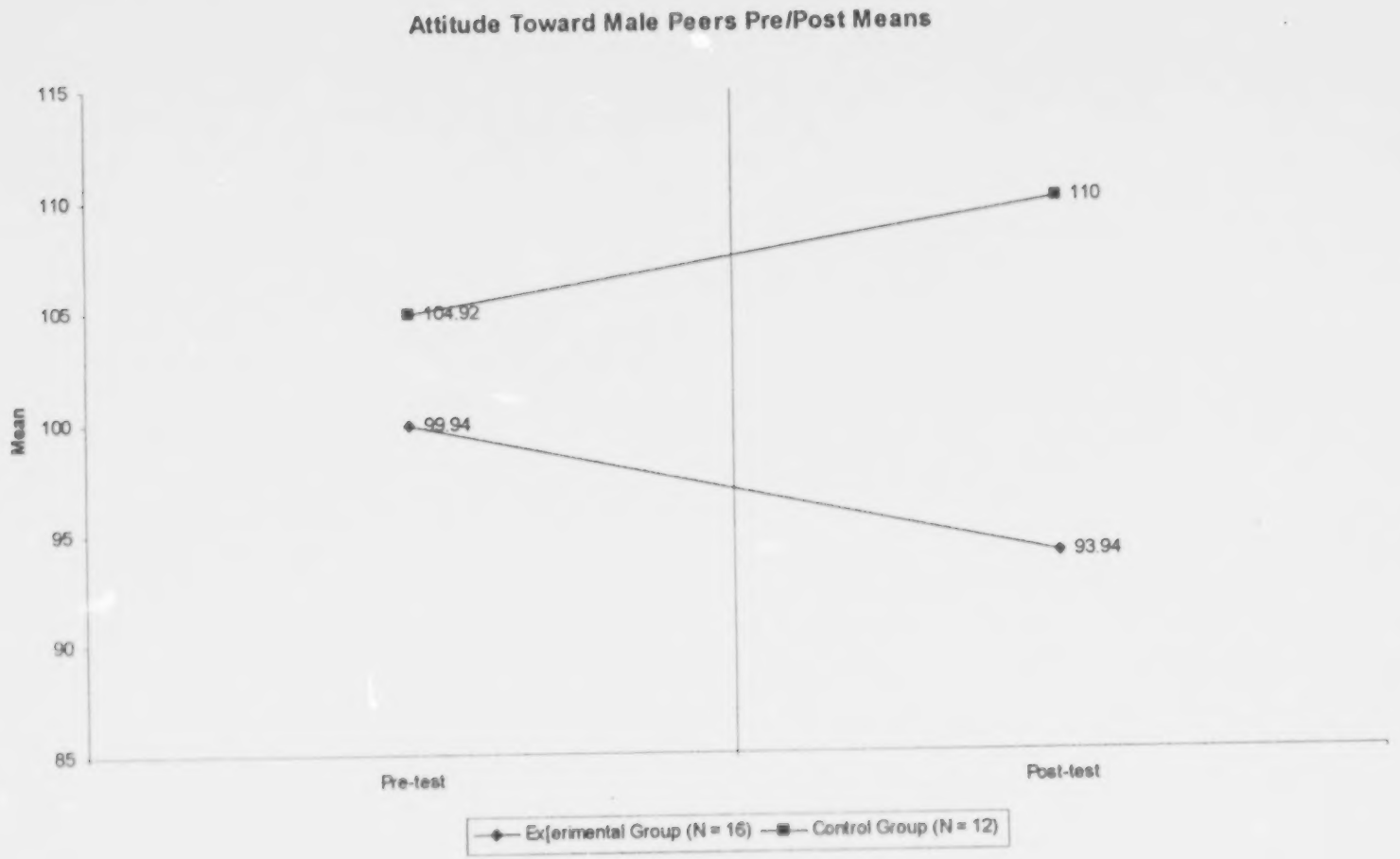
Teaching Tootling Protocol

Appendix 9

Group Contingency Protocol

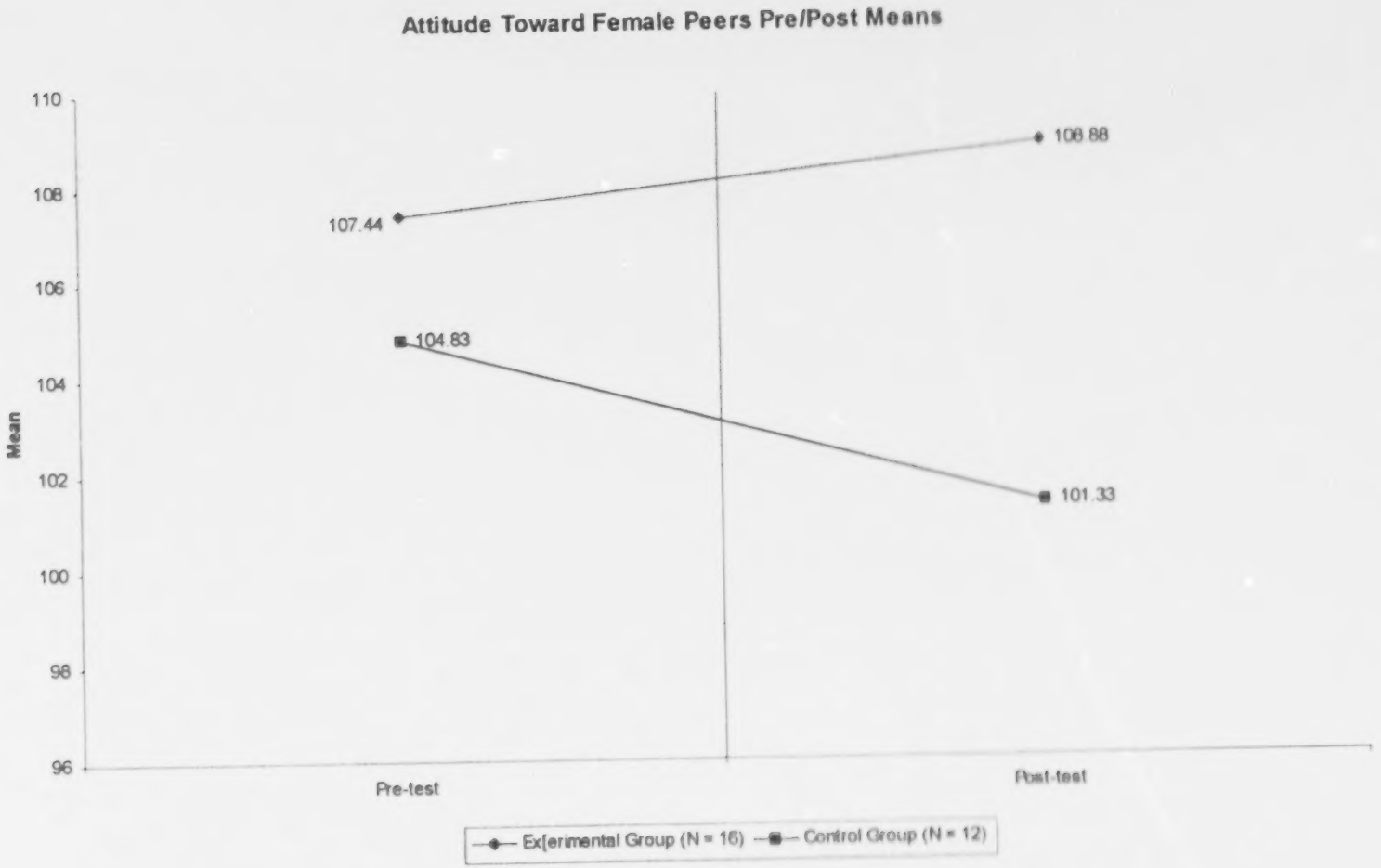
Appendix 10

Attitude Toward Male Peers


Attitude Toward Male Peers Pre/Post Means
115
110
105
100
95
90
85
Mean
110
104.92
99.94
93.94
Pre-test
Post-test
Ex[erimental Group (N = 16)
Control Group (N = 12)

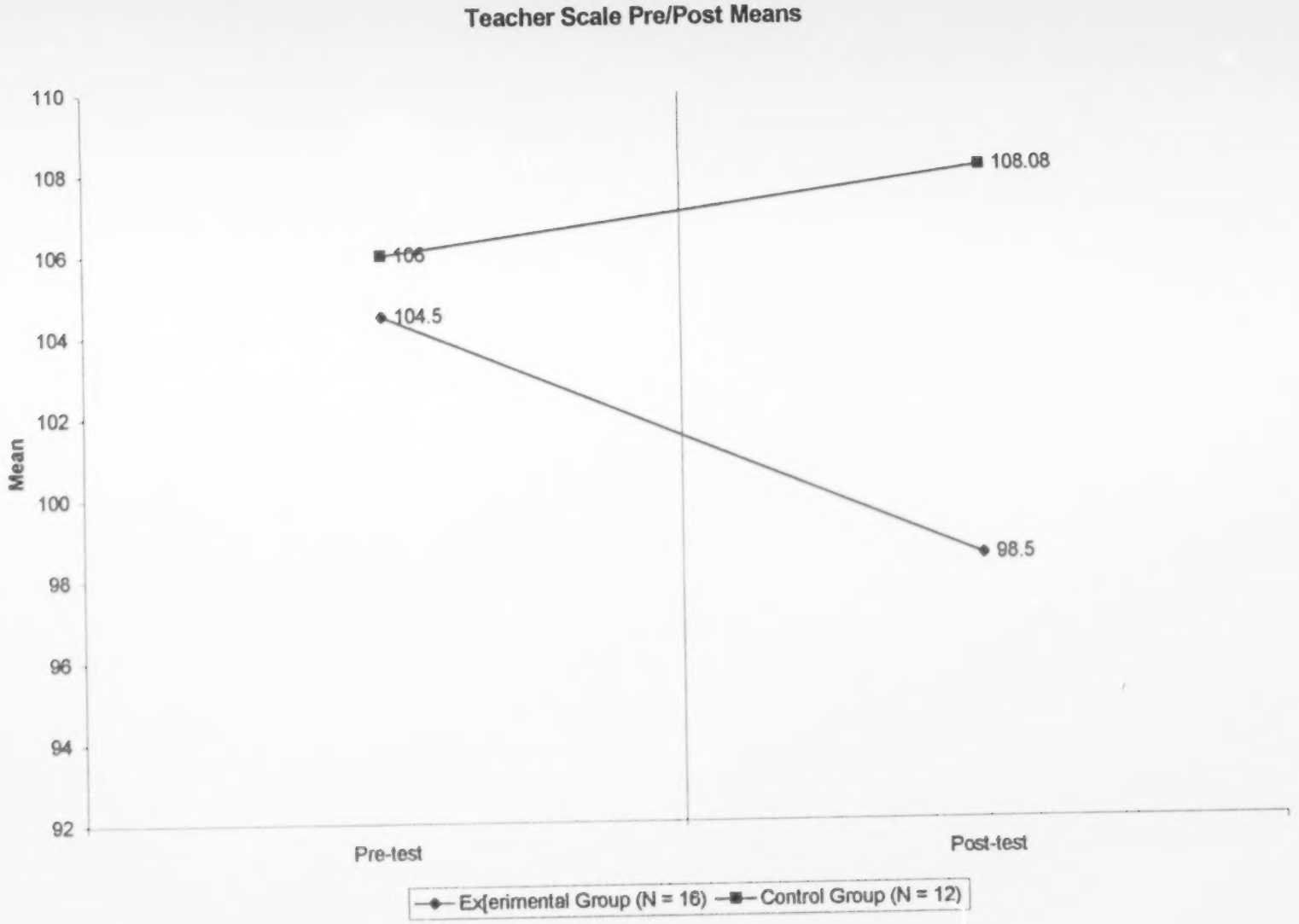
Appendix 11

Attitude Toward Female Peers


Attitude Toward Female Peers Pre/Post Means
110
108
106
104
102
100
98
96
Mean
107.44
108.88
104.83
101.33
Pre-test
Post-test
Ex[erimental Group (N = 16)
Control Group (N = 12)

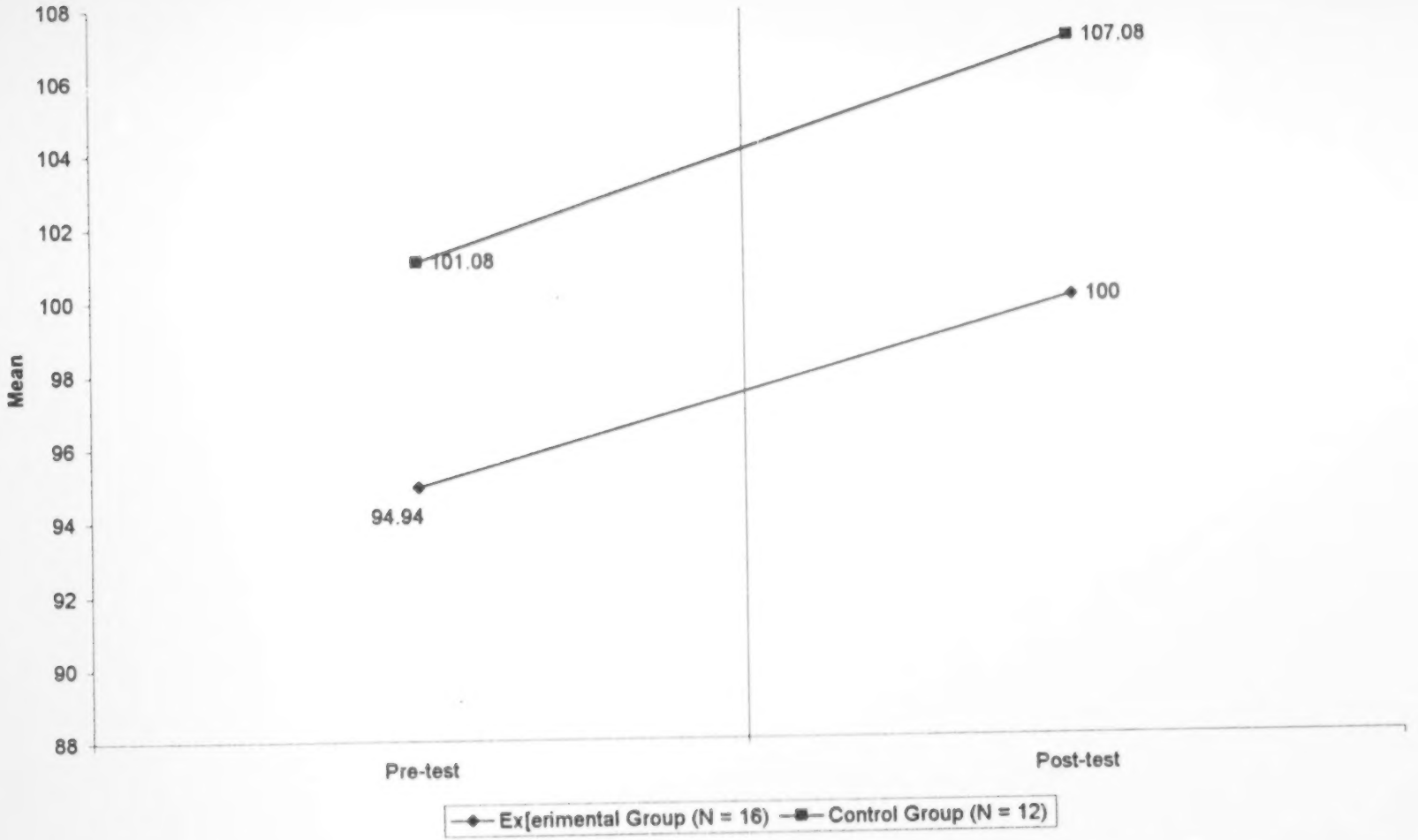
Appendix 12

Attitude Toward Teacher


Teacher Scale Pre/Post Means
110
108
106
104
102
100
98
96
94
92
Mean
108.08
106
104.5
98.5
Pre-test
Post-test
Experimental Group (N = 16)
Control Group (N = 12)

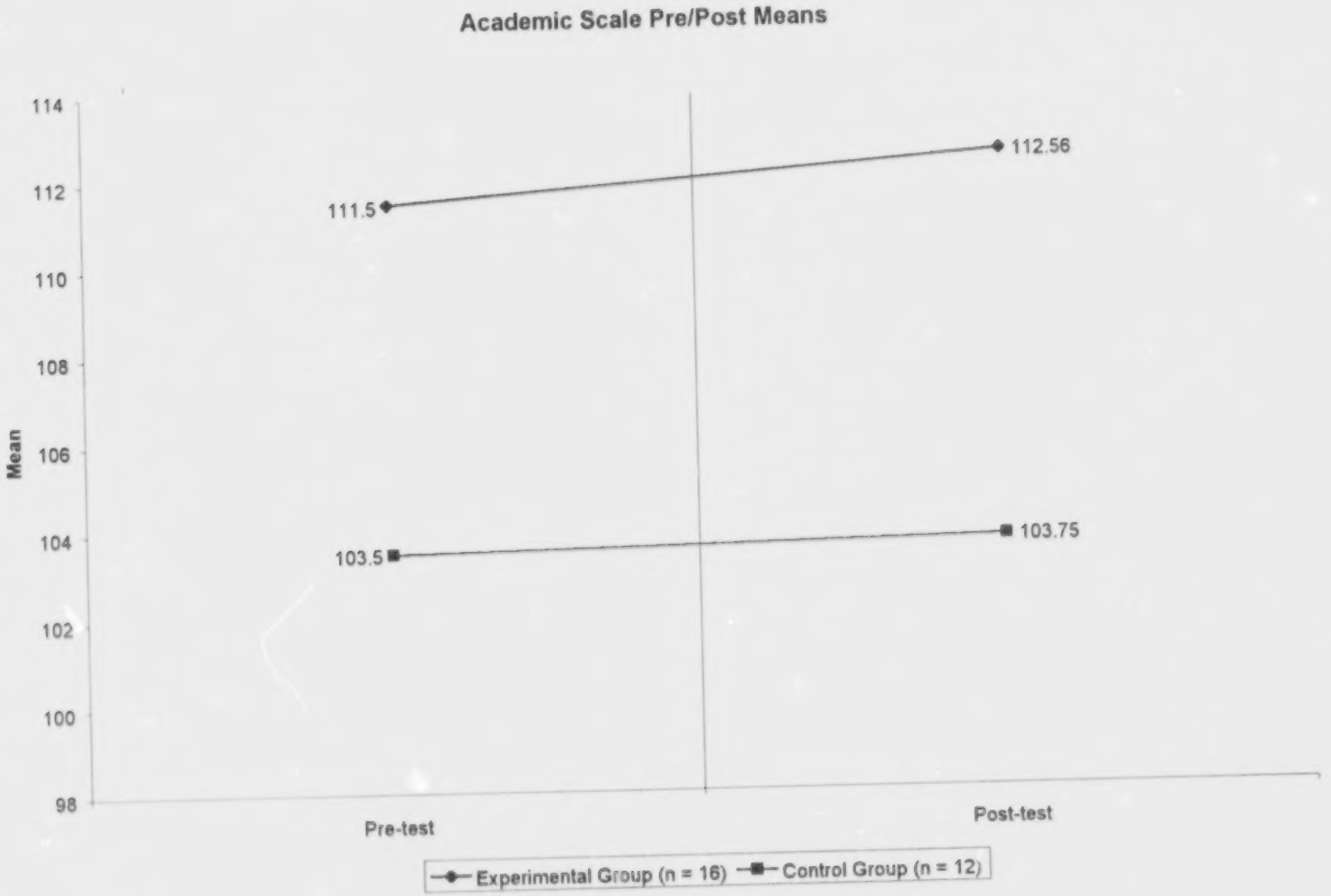
Appendix 13

Social Scale on MSCS


Social Scale Pre/Post Means
108
106
104
102
100
98
96
94
92
90
88
Mean
107.08
101.08
100
94.94
Pre-test
Post-test
Ex{erimental Group (N = 16)
Control Group (N = 12)

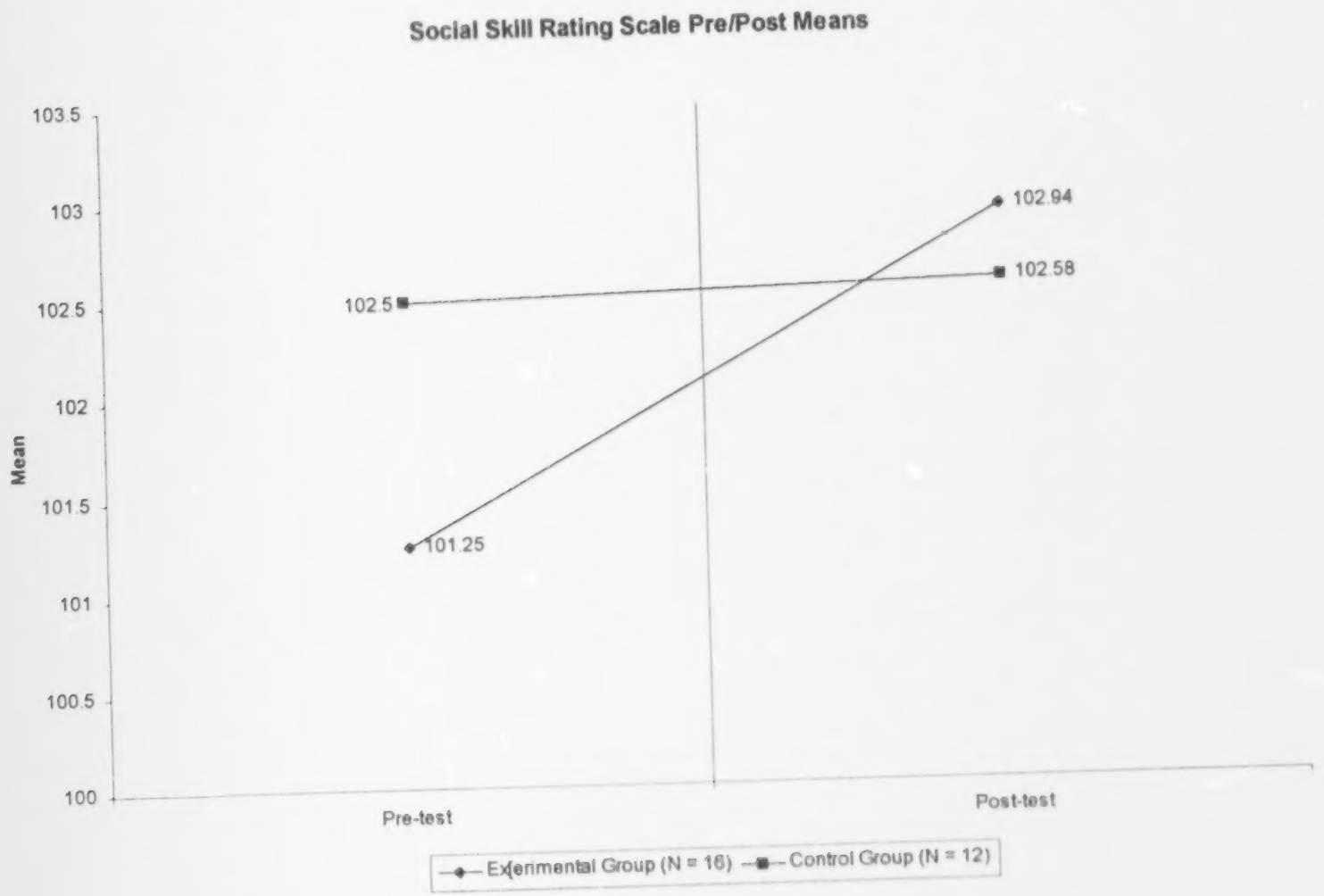
Appendix 14

Academic Scale on MSCS


Academic Scale Pre/Post Means
114
112
110
108
106
104
102
100
98
Mean
111.5
112.56
103.5
103.75
Pre-test
Post-test
Experimental Group (n = 16)
Control Group (n = 12)

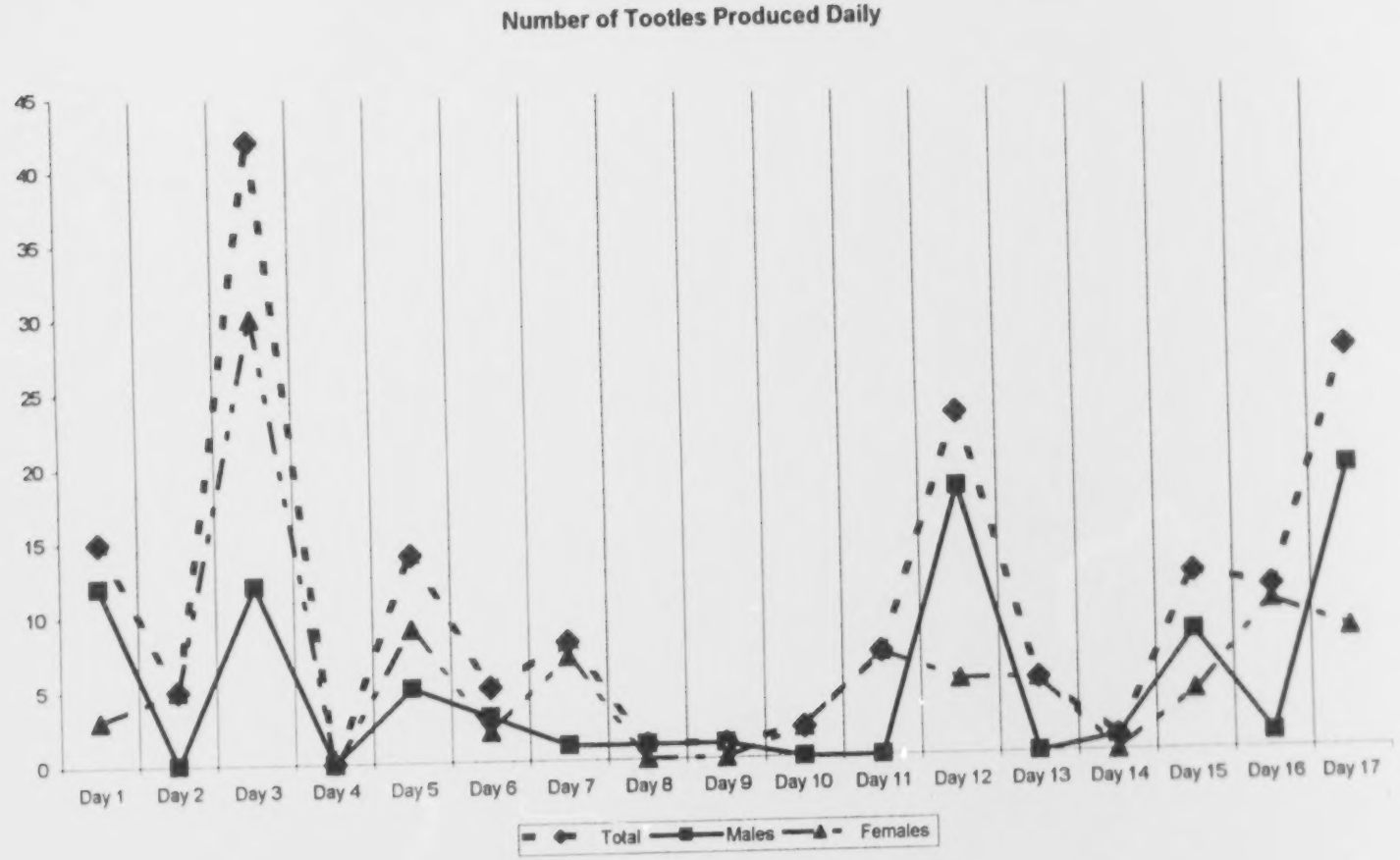
Appendix 15

Social Skills Rating System


Social Skill Rating Scale Pre/Post Means
103.5
103
102.5
102
101.5
101
100.5
100
Mean
102.94
102.58
102.5
101.25
Pre-test
Post-test
Experimental Group (N = 16)
Control Group (N = 12)

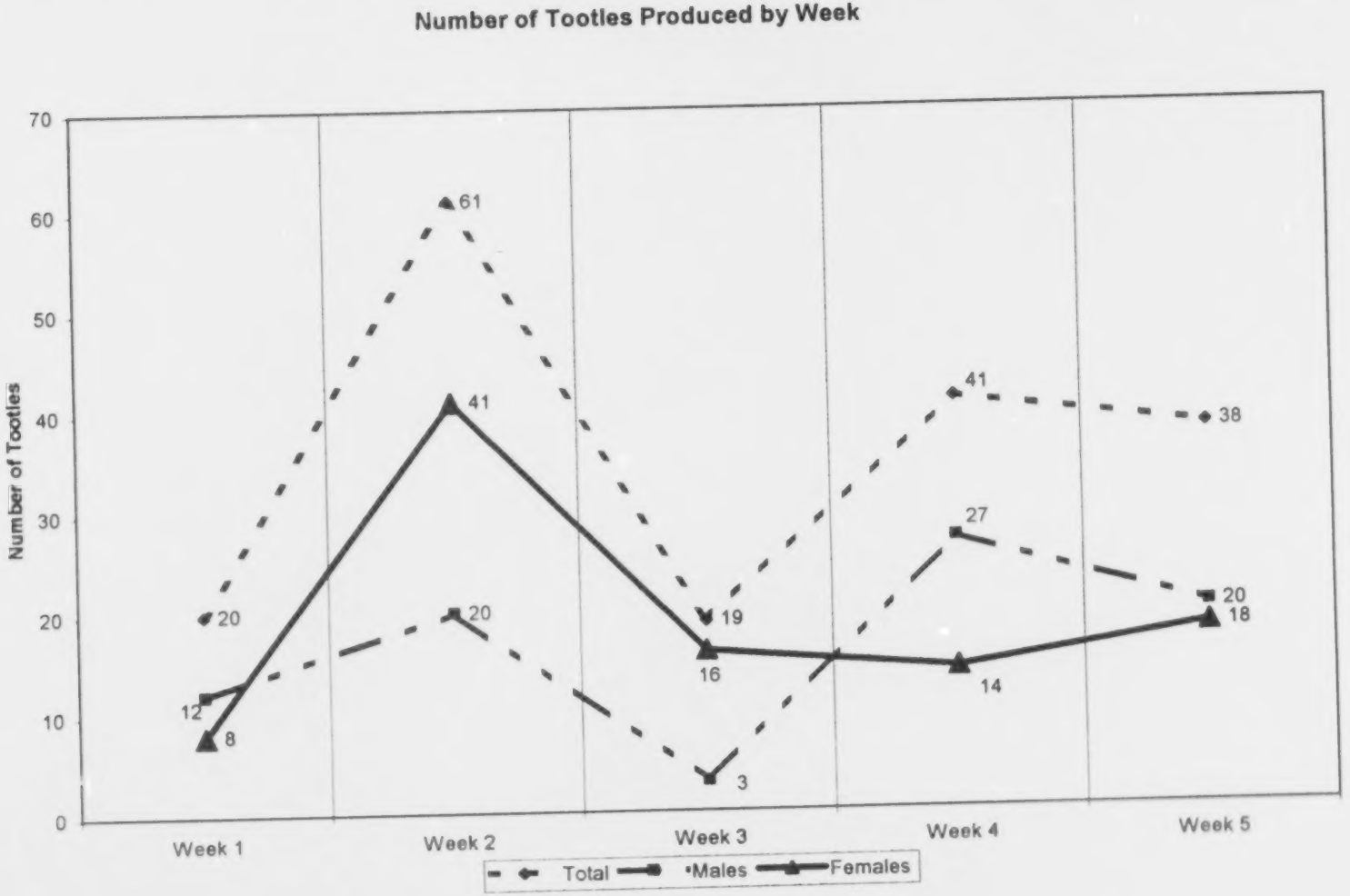
Appendix 16

Number of Tootles Produced Daily


Number of Tootles Produced Daily
45
40
35
30
25
20
15
10
5
0
Day 1
Day 2
Day 3
Day 4
Day 5
Day 6
Day 7
Day 8
Day 9
Day 10
Day 11
Day 12
Day 13
Day 14
Day 15
Day 16
Day 17
Total
Males
Females

Appendix 17

Number of Tootles Produced by Week


Number of Tootles Produced by Week
70
60
50
40
30
20
10
0
Number of Tootles
Week 1
Week 2
Week 3
Week 4
Week 5
20
61
19
41
38
12
20
3
27
20
8
41
16
14
18
Total
Males
Females

Resources

Kathryn S. Sanchez, Ed.D.
Assistant Superintendent, Department of Research and Accountability
Houston Independent School District
Hattie Mae White Administration Building
3830 Richmond Avenue – Houston, TX 77027-5838
Telephone (713) 892-6350 - Fax (713) 963-9156

Multidimensional Self Concept Scale

Author:	Bruce A. Bracken
Publisher:	Pro-Ed
	8700 Shoal Creek Boulevard
	Austin, TX 78757
	(512) 451-3246
Item #	5180 MSCS Complete Kit
	5181 MSCS Examiner's Manual
	5182 MSCS Record Booklets (50)

Assessment of Interpersonal Relations

Author:	Bruce A. Bracken
Publisher:	Pro-Ed
	8700 Shoal Creek Boulevard
	Austin, TX 78757
	(512) 451-3246
Item #	6670 AIR Complete Kit
	6671 AIR Examiner's Manual
	6672 AIR Record Booklets (50)

Social Skills Rating Scale

Authors:	Frank M. Gresham and Stephen N. Elliott
Publisher:	American Guidance Service
	Woodland Road
	Circle Pines, MN 55014-1796
Item #	3401

References

Asher, S. R., & Coie, J. D. (Eds.). (1990). *Peer rejection in childhood.* New York: Cambridge University Press.

Bracken, B. A. (1992). *Assessment of Interpersonal Relations.* Austin, TX: Pro-Ed.

Bracken, B. A. (1992). *Mulitdimensional Self-Concept Scale.* Austin, TX: Pro-Ed.

Cashwell, T. H., & Skinner, C. H. (1998, Nov.). *Peer-monitoring and interdependent group contingencies: Increasing prosocial behaviors in second-grade students.* Presented at Mid-South Educational Research Association, New Orleans.

Cashwell, T. H., Skinner, C. H., & Smith, E. S. (1998). Increasing second-grade students' reports of peers' prosocial behaviors via direct instruction, group reinforcement, and progress feedback: A replication and extension. *Education and Treatment of Children.*

Cauce, A. (1987). School and peer competence in early adolescence: A test of domain-specific self-perceived competence. *Developmental Psychology, 23,* 287-291.

Elliott, S. N., & Gresham, F. M. (1991). *Social Skills Intervention Guide: Practical strategies for social skills training.* Circle Pines, MN: AGS.

Elliott, S. N., Witt, J. C., Galvin, G. A., & Peterson, R. (1984). Acceptability of positive and reductive behavioral interventions: Factors that influence teachers' decisions. *Journal of School Psychology, 22,* 353-360.

Hartup, W. W. (1990). Peer relations. In P. H. Mussen (Series Ed.), E. M. Hetherinton (Vol. Ed.), *Handbook of child psychology: Vol. 4. Socialization, personality, and social development* (pp.103-196). New York: Wiley.

Henington, C., & Skinner, C. H. (1998). Peer-monitoring. In K. Topping & S. Ehly (Eds.), *Peer Assisted Instruction* (pp. 237-253). Hillsdale, NJ: Erlbaum.

Hymel, S., Rubin, K. H., Rowden, L., & LeMare, L. (1990). Children's peer relationships: Longitudinal prediction of internalizing and externalizing problems from middle to late childhood. *Child Development, 61,* 2004-2021.

Kupersmidt, J., Coie, J., & Dodge, K. (1990). The role of peer relationships in the development of disorder. In S. Asher & J. Coie (Eds.), *Peer Rejection in Childhood* (pp. 274-308). New York: Cambridge University Press.

Parker, J., & Asher, S. (1987). Peer relations and later personal adjustment: Are low-accepted children at-risk? *Psychological Bulletin, 102,* 357-389.

Rubin, R. A., Dorle, J., & Sandidge, S. (1977). Self-esteem and school performance. *Psychology in the Schools, 14,* 503-507.

Scheirer, M. A., & Kraut, R. E. (1979). Increasing educational achievement via self-concept change. *Review of Educational Research, 49,* 131-150.

Skaalvik, E. M., & Hagtvet, K. A. (1990). Academic achievement and self-concept: An analysis of causal predominance in a developmental perspective. *Journal of Personality and Social Psychology, 58,* 292-307.

Skinner, A. L., Skinner, C. H., & Cashwell, T. H. (1998, Nov.). *Tootling not tattling.* Presented at Mid-South Educational Research Association, New Orleans.

Skinner, C. H., Cashwell, T. H., & Skinner, A. L. (in press). Increasing tootling: The effects of a peer-monitored interdependent group contingencies program on students' reports of peers' prosocial behaviors. *Psychology in the Schools.*

Von Brock, M. B., & Elliott, S. N. (1987). The influence of treatment effectiveness on acceptability of classroom interventions. *Journal of School Psychology, 25,* 131-144.

Wentzel, K. R., & Erdley, C. A. (1993). Strategies for making friends: Relations to social behavior and peer acceptance in early adolescence. *Developmental Psychology, 29,* 819-826.

West, C. K., Fish, J. A., & Stevens, R. J. (1980). General self-concept, self-concept of academic ability and school achievement: Implications for "causes" of self-concept. *The Australian Journal of Education, 24,* 194-213.

Wylie, R. C. (1979). *The self-concept (Vol. 2): Theory and research on selected topics.* Lincoln: University of Nebraska Press.